

MARAE ĀTEA : TE ĀHUATANGA O TE ĀKONGA Student Profile for the Values

Student Name:

Source from Te Whare Tapu o te Ngākau Māori

**Kia akiaki te mana o te tangata.**

*Incite and encourage the prestige of people: it will be returned many times over.*

Ākonga (student): I am ready, willing, open, curious and able to learn because I will be..

<p>Te Rea (the hair root) Year 6 Level 3 - 4</p>	<p>View and engage with learning and knowledge from a critical perspective <input type="checkbox"/> A researcher actively seeks, reflects upon, and critiques new knowledge and learning <input type="checkbox"/></p>
<p>Te Aka (the rhizome) Year 4 - 5 Level 3</p>	<p>Open to new learning <input type="checkbox"/> Have courage to step out of my comfort zone to seek new learning <input type="checkbox"/> Take risks in my learning and give things a go <input type="checkbox"/> Take deliberate action to build on my learning and my teaching <input type="checkbox"/> Value diversity across all its dimensions, including cultural, linguistic, gender, and ability <input type="checkbox"/> Share knowledge about the wāhanga (component parts) of the wharehui and their significance to the embodiment of the wharehui (the sum of all its parts) <input type="checkbox"/> Articulate the domain of the marae and the whakapapa (genealogy, lineage, descent) of the whare <input type="checkbox"/> Know how to cross the path of Tū in a respectful way <input type="checkbox"/> Curious and inquire through rangahau (investigation), wānanga (deliberation), te ao hurihuri (reflection) and kōrerorero (discussion) <input type="checkbox"/> A problem solver, risk taker, and solutions focused and adaptable <input type="checkbox"/></p>
<p>Te More (the laterals) Year 3 Level 2</p>	<p>Critically engage with new knowledge <input type="checkbox"/> Articulate, challenge, and question to learn and to teach <input type="checkbox"/> Articulate the feelings of spirituality around me <input type="checkbox"/> Use the concepts of Te Whare Tapu o te Ngākau Māori and Te Huarahi Ako to talk about my learning <input type="checkbox"/> Know how to seek answers to my questions through rangahau (investigation), wānanga (deliberation), te ao hurihuri (reflection) and kōrerorero (discussion) <input type="checkbox"/></p>
<p>Te Weu (the taproot) Year 2 Mid - Level 1</p>	<p>Knowledge enhances my courage and confidence <input type="checkbox"/> Know that it's okay not to know things <input type="checkbox"/> Know that deep learning can be challenging and even scary <input type="checkbox"/> Becoming familiar with the concept of Te Whare Tapu o te Ngākau Māori <input type="checkbox"/> Explain Te Huarahi Ako <input type="checkbox"/> Know I can seek answers to my questions through rangahau (investigation), wānanga (deliberation), te ao hurihuri (reflection) and kōrerorero (discussion) <input type="checkbox"/></p>
<p>Te Pū (the shoot) Year 0 - 1 Early Level 1</p>	<p>I would like to learn about and within te ao Māori (the Māori world) <input type="checkbox"/> I have an awakening interest in te ao Māori <input type="checkbox"/> I have some inquiry skills but they are not from te ao Māori <input type="checkbox"/></p>

**Critical Areas of Knowledge**

Purpose and impact of colonisation. Foundations of Whakaputanga o te Rangatiratanga o Nu Tirene (Declaration of Independence of the United Tribes of NZ) and Te Tiriti o Waitangi. Education, justice, or health systems that perpetuate colonisation now. Trauma created by failure to honour Te Tiriti and impacted successive generations. Practice and impact of racism and conscious and unconscious bias. Different ways which pain, hurt, and trauma manifest in outcomes. Resistance movements of past and present in different nations. Social action movements and organisations such as education, social welfare, housing, or health. Education as a lever for change. Biculturalism and how tangata whenua (people of the land), tangata Tiriti (people of the Treaty, and tangata moana (Pacific people) can co-exist.

**Learning Context** (learning experiences might include)

Inquiring into who the first non - Māori settlers in local areas were, why they came, and how their arrival impacted mana whenua (people with customary rights to the land). Specific encounters between haukainga and new settlers. Identifying local people who signed the Whakaputanga o te Rangatiratanga o Nu Tirene or Te Tiriti o Waitangi. Early land wars versus modern land disputes, passive resistance Parihaka, Kingitanga or Nga Tamatoa, Māori land or protest marches.

*These are the values that we expect our students to reflect during their learning.*

Exploring impact of past government policies such as assimilation. Using concept circles to describe, exemplify, compare, and contrast successive phases in the ideologies that informed government policy, regarding race relations in Aotearoa; assimilation, integration, multiculturalism, and biculturalism. Creating case study to demonstrate how colonisation continues to impact people in present day (e.g. different experiences of schooling or of the Covid - 19 pandemic). Identifying traumatic historical events or processes (e.g. warfare, land loss, or language loss) that continues to harm haukāinga and exploring how this harm occurs.

**Learning Context:** (learning experiences might include)

Critically examining the portrayal of Māori in the media and comparing this to the treatment of other groups. Critical examining the telling of history and the impact on race relations (e.g. focusing on what the history books used to call the Māori Wars and now call the New Zealand Wars, or the question of whether it is acceptable for Pākehā to write about Māori things). Identifying the dominant discourse in a range of familiar texts (such as discourses about race, gender, and sexuality), synthesising the results (e.g. in terms of the portrayal of Māori characters), discussing the outcomes, and identifying how such analyses, could be applied to other parts of their lives (e.g. In other reading or listening experiences). Creating a timeline to capture the story of education from pre - colonisation through to today and that of efforts to reclaim the language, improve outcomes, for Māori, and decolonise education (e.g. Kōhanga Reo, Te Kotahitanga, Ka Hikitia - Ka Hāpaitia (the Māori Education Strategy) bracket). Exploring the three types of trauma (acute, chronic, and complex), how they manifest in different health and wellbeing outcomes for different groups of people, and iwi - led strategies for reducing these traumas. Comparing Māori - led strategies for addressing the inequity in those led by non - Māori (e.g. strategies for addressing mental health or housing issues). Using resources from Unteach Racism to support the definition of racism, conscious bias and unconscious bias, gain insights into individual people's experiences, and connect these to their personal experiences. Examining how personal background, personal experiences, cultural context, and exposure to societal stereotypes impact the development of conscious or unconscious bias (e.g., how they form first impressions and devising a plan to overcome this). Scanning the outputs of Māori media (such as e - Tangata, wateanews.com, and Māori Television) to gain an understanding of the issues of interest and concern to Māori and the range of Māori perspectives being consulted and using this as the basis of inquiry. Examining personal responses to learning and identifying what they find challenging, what makes that challenging, what and who helps them through confronting information, ideas, and experiences. Identifying implementable actions to operate successfully as bicultural citizens of Aotearoa and the Pacific and testing their use.

Other learning sources (learning experiences)

Raukawa website: Te Poumanawahihiri